

English Year 8 – Curriculum Intent – Year 8 extends students’ knowledge of the literary cannon, particularly of the 18th and 19th Centuries, by first exploring the concept of ‘Demonisation’. This begins through the study of ‘The Crucible’, which extends students understanding of prejudice and superstition they begun with Macbeth at the end of Year 7, particularly towards women, linking back to their study of stories from the Bible in Year 7. This concept is explored further by the study of the prominent female writers Charlotte Perkins Gilman, Charlotte Bronte and Jane Austen, where students will explore how these writers present the female experience, developing their understanding of the misogyny women suffered from due to the Patriarchal society of the 18th and 19th Century. Students then explore the concept of ‘Innocence and Experience’ by first studying the Romantic Poets, many of which they will study as part of the Poetry Anthology in the Literature GCSE. This feeds back to the study of myths and legends in Year 7, which the Romantic Poets were heavily influenced by. Students will develop this concept further through studying 19th Century Gothic Horror. This builds upon the concepts and themes studied in ‘Macbeth’ and ‘The Crucible’ and feeds forward to building their knowledge of 19th Century history and culture, in preparation for the study of Dickens in the GCSE Literature exam. Students will study how Romanticism and the Gothic are interlinked through similar themes and concepts and how both literary movements are commentaries on society’s changing religious and moral beliefs, as well as the rise of Industry, Science and technology. Finally, students will explore the concept of ‘The Voiceless’, which develops their knowledge of 19th Century society and history through the study of Dickens and other 19th Century authors. This builds upon their knowledge of the Romantic Poets and Gothic Horror genre in Year 8 and lays a secure foundation of the knowledge needed to study Dickens’ ‘A Christmas Carol’ and the Anthology Poetry in GCSE English Literature. They also study the Detective genre, which feeds into the study of ‘An Inspector Calls’ in GCSE English Literature.

	<u>Unit Intent</u> (i.e. how does support learning in the next unit/future units/exam prep, etc)	<u>Content Coverage</u>	<u>Method/s of Assessment</u> (At least one method of assessment to be listed per term)
<u>Term 1 and 2 Concept:</u> Demonisation	<ul style="list-style-type: none"> Revise story of Adam and Eve and how this linked to the demonization of women in Christian culture. Feeds on from previous Biblical studies in Year 7 Terms 3 and 4. Feeds forward to AO3 in GCSE criteria. Development of analytical writing (PEE) feeds forward 	<ul style="list-style-type: none"> The Crucible The Yellow Wallpaper by Charlotte Perkins Gilman Extract of The Red Room from Jane Eyre by Charlotte Bronte Film studies analysis of Pride and Prejudice (BBC version) by Jane Austen 	<ul style="list-style-type: none"> Knowledge based quiz on the plot, characters and themes of The Crucible Write an analysis of how John Proctor is presented in The Crucible Transactional writing: Write an article giving their opinion of how teenagers are viewed by society.

	<p>to future units and all years. Key skill in both GCSE exams.</p> <ul style="list-style-type: none"> • Development of knowledge of the theatre feeds on from study of morality plays. Feeds forward to the study of Shakespeare and Priestley at GCSE. • Introduction to the Salem Witch Trial and how this links to the demonization of women. Feeds on from the concept of Original Sin from the Bible. Feeds forward to Terms 5 and 6 and the concepts of misogyny. • Gives students the experience of studying a full text, as they will do in their Literature GCSE. Feeds on from the study of Macbeth at the end of Year 7. Feeds forward to the study of future full texts, such as the short stories of Poe and the texts Animal Farm, Lord of the Flies, Of Mice and Men and Much Ado About Nothing. • Explore the female writers of Perkins Gilman, Charlotte Bronte and Jane Austen and how they present their 	<ul style="list-style-type: none"> • Extract from Northanger Abbey by Jane Austen 	<ul style="list-style-type: none"> • Analysis of how the narrator's mental state is presented in The Yellow Wallpaper • Knowledge Quiz of the events, character and themes in Pride and Prejudice • Creative writing from the perspective of Elizabeth Bennet from Pride and Prejudice
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	<p>female characters and a woman's place in society and their treatment by men. Feeds on from the study of Lady Macbeth, as well as the character of Abigail and the treatment of the women in The Crucible. Also feeds back to the Bible Studies Unit through the demonisation of women from Eve. Feeds forward to the study of Romanticism and the Gothic and the way female characters are presented and treated. Also feeds forward to the 19th Century Context Unit, where female characters and their experiences will be explored. Also feeds forward to the study of female characters such as Juliet, Sheila and Eva Smith in the GCSE Literature texts.</p> <ul style="list-style-type: none">• Allows students to develop their transactional and creative writing skills. Feeds on from previous writing assessments, such as writing their own parable and myth and legend. Feeds forward to future writing assessments,		
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	<p>such as the creative poetry writing when studying Romanticism, as well as the Workhouse Report when studying 19th Century extracts. Also feeds forward to the transactional and narrative writing in the Language GCSE.</p> <ul style="list-style-type: none"> • Introduce students to the concept of misogyny and how women are presented as victims of this in Literature Feeds on from the concept of Original Sin from the Bible. Feeds forward to the representation of women in all texts, including the study of Juliet and Sheila at GCSE. • Introduce students to the suffragettes and the women's rights movement. Feeds back to the concept of Original Sin from the Bible. Feeds forward to the representation of women in all texts, including the study of Juliet and Sheila at GCSE. 		
<p><u>Term 3 and 4 Concept:</u> Innocence and Experience</p>	<ul style="list-style-type: none"> • Introduction to the Industrial Revolution and the impact this had on society feeds forward to the study of Dickens at GCSE 	<ul style="list-style-type: none"> • Romantic Poets: • Blake's Echoing Green, The Chimney Sweeper and Holy Thursday • Coleridge's Cristabel, 	<ul style="list-style-type: none"> • Analysis of Blake's The Chimney Sweeper • Creative writing based on an experience in

	<ul style="list-style-type: none"> • Introduction to Romanticism as a concept and how this was influenced by changes in society feeds forward to the Anthology of Poetry at GCSE and the study of the Gothic • Develop knowledge of how society's religious beliefs change/the rise of atheism and how this affected the Romantic Poets. Feeds on from study of key Biblical stories and the influence they have on Literature. Feeds forward to the Anthology of Poetry at GCSE. • Introduction to the Gothic genre and how this reflected society's fears and concerns of the time Feeds on from Romanticism, Macbeth and the Crucible. Feeds forward to AO3 in GCSE criteria, also to the study of A Christmas Carol at GCSE. • Develop concept of demonization and superstition from Term 1. Feeds on from Macbeth and the Crucible. Feeds forward to the study of female representation in Literature in all years. 	<ul style="list-style-type: none"> • Wordsworth's Daffodils, • Byron's When We Two Parted, • Shelley's Love's Philosophy • Neo-Romanticism: Hughes' Bayonet Charge, • Heaney's Blackberry Picking • Gothic extracts: • Stoker's Dracula, • Mary Shelley's Frankenstein, • Polidori's The Vampyre, • Edgar Alan Poe's The Raven, The Black Cat and The Tell Tale Heart 	<p>nature/perspective of an animal</p> <ul style="list-style-type: none"> • Knowledge based quiz on Romantic Beliefs and contextual knowledge of poets studied • Analysis of how language is used to create fear and tension in an extract from Dracula • Opening to own Gothic short story • Comparison how the narrator's insanity is presented in Poe's The Black Cat and The Tell Tale Heart
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	<ul style="list-style-type: none"> • Introduce students to the rise of psychology and scientific study of the brain feeds forward to the psychological analysis of character in Literature (such as Scrooge). • Gothic and Romanticism. Feeds on from the study of Romanticism. Feeds forward to the study of the Anthology Poetry and A Christmas Carol at GCSE. • Learn how Shelley influenced the Science Fiction genre and how this genre grew into the 20th Century feeds forward to the fear of the rise of technology, such as the Industrial Revolution, that the Romantic Poets and Dickens were distrustful of. 		
<p><u>Term 5 and 6 Concept: The Voiceless</u></p>	<ul style="list-style-type: none"> • Develop understanding of the affect the Industrial Revolution has on 19th Century society. Feeds on from the study of Romanticism. Feeds forward to the study of Dickens and the Anthology Poetry at GCSE and AO3. • Introduce students to Charles Dickens, his life and 	<p>Extracts from Dickens:</p> <ul style="list-style-type: none"> • Oliver Twist/Nancy + Fagin (workhouse), • A Christmas Carol (The Cratchits') • Extract Nicholas Nickleby (school), Magwitch (prison) • Bronte's – Extract from Jane Eyre and Wuthering Heights 	<ul style="list-style-type: none"> • Transactional writing – Write a report into the condition of a Victorian Workhouse • PEE Writing – How are the Cratchits' presented in the extract? • Speaking and Listening – presentation of an anti-hero of your choice

	<p>social beliefs feeds forward to the study of Dickens at GCSE and AO3.</p> <ul style="list-style-type: none"> • Develop understanding of the Poor Law and the rise of poverty in the 19th Century and how this affected society in the 20th Century. Feeds on from the study of Romanticism and Animal Farm. Feeds forward to the study of Dickens, Priestley and the Anthology Poetry at GCSE and AO3. • Develop knowledge of the representation of women in Literature of the 19th Century. Feeds on from The Yellow Wallpaper, Macbeth and the Crucible. Feeds forward to the study of female characters at GCSE. • Introduce students to the Detective Genre and its conventions feeds forward to the study of Priestley at GCSE. • Development of analytical writing (PEE) feeds forward to future units and all years. Key skill in both GCSE exams. This is because it is the central skill that needs to be 	<ul style="list-style-type: none"> • Havisham – Carol Ann Duffy • Sherlock Holmes – mixed media representation (original stories and film adaptations) 	<ul style="list-style-type: none"> • PEE Writing: How is Sherlock Holmes presented in the extract • Transactional Writing: Review – Sherlock (BBC) v Sherlock (Guy Ritchie)
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	acquired to answer the GCSE Literature exam and the reading sections of the GCSE Language exam. Therefore this skill is constantly applied to all texts and extracts studied from Year 7 and 11.		
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